

University of Otago

Report to the Otago Polytechnic



Otago Polytechnic Staff Perspectives on the Practice of Open Education

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Included:

Report
Theme Transcripts
NVivo Data Set

Introduction

This small scale ethnographic study, as part of the larger Ako Aotearoa study, investigated the ways in which a convenience sample of teaching staff understood and interacted with open education resources. The sample does not seek to be representative of the Polytechnic's teaching staff but represents informants who can give particular insight and depth to the research. The project aimed to determine staff's views on the use of open education resources and to gain insights into how they understood and valued their work in open education. To this end, a number of staff members took part in videotaped interviews where they discussed and demonstrated their open education practice.

It's important to note that the research was undertaken within the backdrop of the Otago Polytechnic's open resource policy as defined by its Creative Commons for copyright. The staff interviewed were clearly aware of the policy and felt encouraged and supported in their quest to explore the open sharing of resources.

Rationale for Videography

We wanted the data to be determined by the beliefs and experiences of the participants and therefore we did not wish to employ a method that imposed an external theoretical framework to define or compartmentalize the data we were seeking. Videography is not premised on the existence of some underlying conceptual scheme or deep structure for explaining behaviour, rather it allowed us to capture a vast array of thoughts, ideas, beliefs and expectations as they occurred in mutual exchange and negotiation. As a methodology, videography allows the capture of rich and thick data that gives insight into practice and underpinning values.

Ethical Considerations

Ethical approval (Category B) for this study was provided by Higher Education Development Centre, University of Otago.

Before they were interviewed, the participants were provided with ethics approved information sheets and consent forms (Appendix 5). They all gave written consent to be part of this project.

The participant interviews were video recorded and partially transcribed. The video files were only available to the researchers. The actual video records were not included in any research outputs and the transcriptions were altered to remove any identifying information prior to use in research outputs (reports, publications and conference papers). Those participants who requested it were given digital copies of their video interview. To maintain anonymity, the participants are represented in this report/any written research outputs by anonymous markers.

Recruitment/sampling

This project employed purposeful sampling. To achieve our aim of gaining some deep understanding into staff views and experiences with open education, we built a convenient sample from staff that had used open education resources. Eight faculty members who were involved in the provision of open education resources were invited via email to be interviewed. Five agreed and were interviewed.

Data Collection

Interviews were conducted in the participants' work space (home or office). One researcher conducted the interview while another videoed it. The interviews were semi-structured in that the researcher did have a predetermined set of questions or interview schedule. However, the style of the questions was open-ended allowing for responsiveness to the lead of the interviewee and some latitude in terms of relevance.

In addition to answering interview questions, the interviewees demonstrated their practice with open education resources online.

Data Analysis

The participants' video recordings were dealt with through an iterative process in which the researchers viewed, annotated, partially transcribed and coded the video files according to emerging themes. These processes were facilitated by NVivo software.

After gathering and working with data on the level of individual participants, the research team employed an inductive, iterative analytical approach. Under this approach, the data was subjected to multiple readings. This allowed for the identification of themes within and across the video records and interview transcripts (see appendix 1,-4).

Using a constant comparative approach, the researchers moved backwards and forwards among the data, gradually moving from coding to conceptual categories and then to theory development.

Outcomes/Findings

The length of the four interviews ranged from 40 minutes to just over an hour long with 238 minutes (3.97 hours) in total of interview footage being recorded.

As noted, the interviews were semi-structured. Each interview began with the interviewer asking about the participant's philosophy of teaching and learning. Depending on the direction the response to this initial question established, the participants then moved on to

discuss, over the course of the interview, their perceptions of open education and their reasons for using open education resources. They also demonstrated and discussed the ways they used open education resources and specific functionality/applications (for example, blogs, youtube).

These general commonalities notwithstanding, each participant had a different focus, or position in relation to open education. Consequently, the interviews each had a very different ‘flavour’ and the resulting video data were rich and diverse. The following four overarching/main themes emerged from the interviews:

- Rationale for Open Education;
- Practice of Open Education
- Resistance to Open Education
- Beliefs about Teaching and Learning

The majority of the interview data was categorised according to these themes. All of the participants made interview comments which fell under each theme. Table 1 below shows the total number of comments made in relation to each theme and the percentage of the total video footage which these comments covered (for example, the participants made 106 comments which were coded at the ‘rationale for open education’, covering 35% of the total interview footage).

Table 1: Interview comments and coverage according to theme

Theme	Comments	Coverage
Rationale for Open Education	106	35%
Practice of Open Education	95	29%
Resistance to Open Education	54	18%
Beliefs about teaching and learning	41	11%

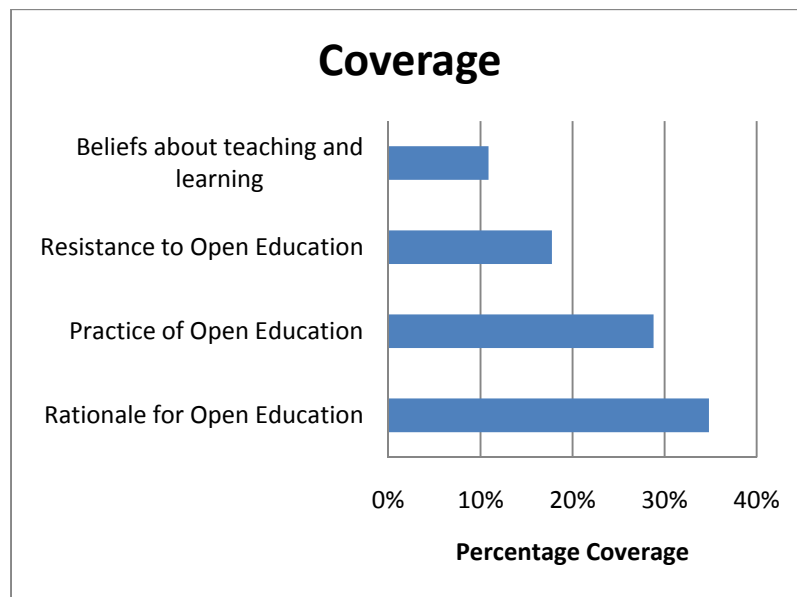


Figure 1: Interview comments by percentage of coverage across themes

As can be seen from Figure 1 above, the rationale for and practice of open education were the focus of a greater percentage of interviews than resistance to open education and beliefs about teaching and learning.

The findings suggest two essential elements if an institution wishes to promote the open development and sharing of educational resources. Firstly, that there is institutional support (ref-OP policy of OE) for open distribution of educational resources and secondly that there is a shared understanding of and rationale for the free distribution of educational resources. It is not unusual in studies looking at beliefs and practice to find a disconnected between these, and one that is often comfortably maintained. However, what is interesting in this study is the clear connection between our participant's beliefs of Open Education and their practice. Evidently having a sound rationale of Open Education is likely to result in behaviours that are clearly aligned with Open Education practice. While this result is only built on the experience of five people, we believe the self reports of these participants as they expressed their beliefs and outlined their practice revealed a sound coupling between a rationale and actual practice. Our conclusion on this point would be that for Open Education to work the organisation would need to signal a clear message (policy) that is encourages and supports the practice of Open Education. Secondly the organisation would need to engage its population in promoting a clear understanding of the rationale and value of this approach. Finally this adoption the organisation 'open' schema would result in a change in practice.

The participants in this study, while having a clear rationale, are a minority within the institution. The lack of champions (staff with a clear rationale for Open Education) may well be the reason why Otago Polytechnic, regardless of its institutional support for open resources, has a poor uptake regarding actual Open Education practice (ref).

It was interesting to note that the participants spoke exclusively about the resources they had created and shared. There was no reference to using open resources from other providers. The impression we were left with was that staff interviewed had all moved from a ‘no interest’ state to one of ‘interest’ (Figure-2). With only one of the participants showing any interest or understanding of resource sharing as a collaborative reciprocal process, we concluded that the four other staff members were at what we defined as stage-2: a rather egocentric state where the focus was exclusively on their resource. One other participant had moved away from this position and was clearly more aware of the benefits when open resources were both shared and sourced.

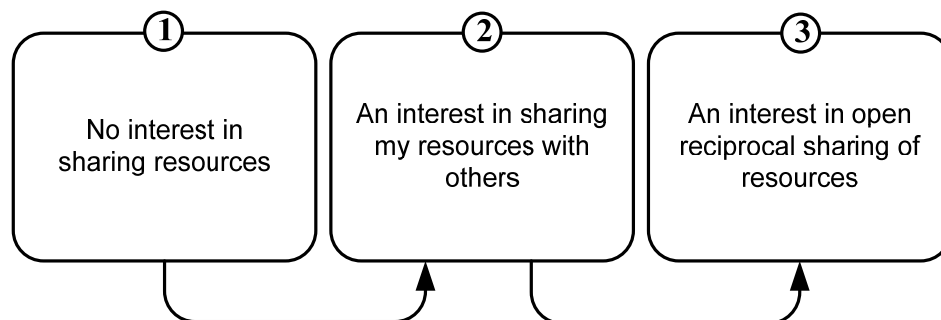


Figure-2: Stages of practice in the use of open resources.

While the above schema (Figure-2) emerged from our analysis of the data, we can’t say for sure, without further research, that the three states are necessarily part of a continuum. We would foresee that it is likely that staff could move along this continuum with the right type of support/development aimed at facilitating a change in attitude and hence practice.

It is worth mentioning that our discussions in this study were around open resources and the acknowledgement of authorship associated with these. We did not discuss concealed use of resources that may occur at stage-1 and which are often repackaged and do not include acknowledgements to the original author/creator.

We would like to finish by raising a key issue that we as researchers struggled with: what actually is Open Education? Firstly, our participants did not raise this as an issue. There appeared to be a general understanding about what Open Education was which allowed all of our participants to talk from a similar perspective. It was paramount for us as researchers to dig a bit deeper regarding the scope of ‘Open Education’ in order to develop an understanding prior to any analysis. It became clear to use very early on that Open Education was a parent idea that incorporated such practice as resource sharing (Open Education Resources). While our participants used Open Education on many occasions – we believe they were actually referring to Open Education Resources. In fact all of the interview material was essentially focusing on the open sharing of resources. This raised the issue of defining education as resources or programme. Were the resources valuable on their own or did they only make sense when embedded within a programme? Answering this question was not part of this report but it was something that surfaced as a result. We would hope that further research into Open Education explore this issue more fully.

Appendices

Appendix-1: Comments relating to Beliefs about Teaching & Learning

Appendix-2: Comments relating to Practice of Open Education

Appendix-3: Comments relating to Rationale for Open Education

Appendix-4: Comments relating to Resistance to Open Education

Appendix-1

Comments Relating to 'Beliefs about teaching and Learning'.

Person-1 § 8 references coded [14.48% Coverage]

Reference 1 - 2.02% Coverage

... teach them about themselves and about life and ... If that's my main philosophy then I guess, you know I use a lot of processes that lead to that in terms of using the experiential learning cycle, student driven learning, how to develop students, teaching them to develop themselves as well as the skill that it might be that I'm specifically teaching

Reference 2 - 1.28% Coverage

think that everything that we teach doesn't exist in a vacuum and that for it to be valuable education it needs to be more holistic. We need to understand how that skill fits into the bigger picture

Reference 3 - 2.46% Coverage

the subject was sustainability and it involves quite a lot of emotion and it also involves, I believe to be effective, action, and cooperative and collaborative action between the students and ideally the wider community ...

Reference 4 - 1.91% Coverage

that's part of where I struggle with the onlineness of it as well and I'm starting to get my head around it and trying to look at creative ways of having interaction in an online course and having all those things. And in terms of student driven learning or empowering learning, that can be there if the student is ready for it but it's knowing who your students are and whether they're ready for that. And i think that's harder to do if it's not a face-to-face course

Reference 5 - 3.09% Coverage

[future intentions for open resources] ... still pretty keen on the combination of face-to-face and,

Reference 6 - 1.06% Coverage

unfamiliar... with the wiki and blogging and things like that and quite scared of it as well so having that element of face-to-face makes them feel better about taking it on

Reference 7 - 1.21% Coverage

I'm working on right now actually is trying to make this course more, role model more of a progression in student driven learning and, it is for staff so I expect them to be reasonably self-directed anyway but I was wanting to model a bit of a progression and how they might replicate that model in their own teaching

Reference 8 - 1.45% Coverage

... so when you equate it to that it's probably better in some ways cos you can choose to turn it off...but I can see other people when it's their life, but at the same time it can potentially create work life balance if people choose to use that way as well

Person-2 - § 6 references coded [4.83% Coverage]

Reference 1 - 0.95% Coverage

my teaching philosophy would be... learner-centred learning so taking away that idea that I stand up at the board and tell everyone what they need to know I like to use activities and a blended approach to learning

Reference 2 - 0.47% Coverage

...catering to different learning styles so not assuming that everyone learns the same way

Reference 3 - 1.34% Coverage

I try to use the tools that I've been taught...like learner centred learning and adult education which is giving

responsibility back to the learner and I guess giving them the skills and the environment to be comfortable in

Reference 4 - 1.01% Coverage

... recognising that people all have really different ways of learning

Reference 5 - 1.01% Coverage

important thing for me going into a class is to be organised so have some sort of lesson plan...[communicate learning objectives to students]

Reference 6 - 1.07% Coverage

... my journey with a more blended approach to teaching and also looking at open ed as an option for developing teaching and learning resources started way back in May 2007... what I

Person-3 § 13 references coded [16.63% Coverage]

Reference 1 - 1.86% Coverage

[framework of teaching] ...when I arrived here... the students weren't working digitally ... so my role within what I've been doing over the last four years is really to change the way that people viewed digital tools. So the first step was to do that within the photography department and just update the teaching and the curriculum based on what was happening now, what students needed to know in order to go out fully equipped into the world at large. And then from that grew this understanding that it wasn't just photography, it was across the arts school and there was this lack of digital technology skills in the more senior students because they hadn't had a core understanding of it in an earlier age of the degree. So out of that I developed digital literacy.

Reference 2 - 1.20% Coverage

digital literacy that goes across all of the first year courses so that students weren't having to continuously ask for something as they needed it. Because the other thing that's happening is that was infiltrating on other teaching. So in the senior years the students had been perhaps quite happy to only have dealt with having to word process something up until fourth year but then they were running around going 'how do I take photos of my work to do stuff. How do I have a website? How do I do all of these things that are digitally orientated skills to I guess engage with that world or what's going on out there

Reference 3 - 0.36% Coverage

it's not an overarching philosophy but where I come from in terms of what I've been doing here that's been one of my key drivers, is to try and ensure that the art school's engaging I guess with the digital world that's there.

Reference 4 - 0.67% Coverage

and I guess an overarching philosophy of that is to give people choice and confidence. One of the things that I always find with computers is that there's always going to be more information than you know but people's fear comes from the amount of that information being so overwhelming that they think they will never be able to do it. So my goal really in teaching is to give people enough confidence so that they can go on and do the next thing, whatever that may be..

Reference 5 - 1.54% Coverage

. I guess, it's a very learner centred philosophy at its core. The other thing that we do in the Art school is that we try to contextualise it within an art school need so it's not necessarily about word processing for word processing's sake. It's about word processing for your study, in order to engage with research, in order to engage with theory and be able to develop those parts of your practice. It's image making contextualised with how a sculptor might need a digital image of their work...and be able to do it confidentially without it being this other big technical step which just stops them being able to do it easily. Because those aren't the things they should have to focus on when they are making sculpture

Reference 6 - 1.92% Coverage

digital literacy paper that I developed in response to students coming on stumbling blocks as they got later on into their practice where they realised they were trying to work with areas of their practice digitally and didn't necessarily have the skills or the equipment or know how to go about doing it. So, this is now a paper that runs through all of the first years when they first arrive here. And what it tries to do is connect the skills with the context and give them an overview and that confidence about saying OK, I've touched on all these areas that may be

useful, and some of them I'll take on and some of them I'll come back to...

Reference 7 - 0.67% Coverage

about open education in that way. So, it was ... a double edged sword really, it was part of the course to be able to go outside of the institution and understand that there was learning there

Reference 8 - 1.09% Coverage

...initially the students weren't really aware of the open environment [of the paper] ... I've been waiting and waiting and waiting for someone to come along and edit this [*gesturing at the wiki*]. So in some ways my goal was to get the students to the point where they would realise and they would go in and change this in the ways of Wikipedia. But that hasn't happened so I've kind of found that quite interesting on reflection..

Reference 9 - 0.91% Coverage

...we invited some staff members to test it, to put some resources up.. and that's really the stage that it got to there so we've ... what's nice about this is that we've really encouraged people to edit the wiki in a really collaborative way so this has been about editing and learning to collaborate with each other and "what happens if someone moves your stuff?" and "what happens if somebody does edit your wording?" ...

Reference 10 - 1.16% Coverage

we want to get the students engaged as well, that's really the next step. They know as much and are working on the front line of technology as much as we are and will have other resources that they go to regularly and know are really good and really good to use so we want to get them engaged to be able to then go online and say hey this is a really good one too. So that we're actually all working collaboratively... it's not in that stage at the moment.

Reference 11 - 1.14% Coverage

I don't think it necessarily changes them [face-to-face interactions]... we very much spend a lot of time face-to-face in the arts school, I mean we have to and it's very valuable and students here have a very good student teacher ratio... These things I think [*gesturing at computer*] I mean it's more about blended learning then going totally into an online learning environment. We're not trying to move into an online environment, we're trying to enrich the students' accessibility to things as they are here.

Reference 12 - 2.98% Coverage

... one of the things that we have in that group [digital literacy paper]... is students who have come through school and have had certain understandings, students who have maybe come from other workplaces or other education, a lot of students who are coming back to education after a really long time out of it and so the skills that they bring to the course are quite different. So one of the things that we're trying to do is allow people to engage in the contextual understanding and simply tick off the tasks that they can do by showing us they can do them. rather than necessarily taking them through it.

Reference 13 - 1.15% Coverage

... I'm a reflective practitioner I guess, there's a philosophy I suppose overarching... this work [*gesturing at blogs*] has all developed and come from a space. I've had several blogs myself which have been one thing and it took me quite a long time to find a way to blog and it wasn't until I realised how to do it for myself that I was able to teach other people how to do it for themselves... so, it's definitely been a reflective process

Person-4 § 12 references coded [16.44% Coverage]

Reference 1 - 1.63% Coverage

My teaching philosophy, I feel very much that I'm on a journey, on a continuum. describe it as a metaphor, or an image ... I'm walking along the road, this is my learning journey. Now, at times students learn this, join me on that learning journey and I may be as the so called expert or the teacher I may lead them along that road in front of them and guide them along. Other times umm they'll be guiding me and at other times we'll be walking together more or less on the same track. umm we may be heading in the same direction, we may go off in tangents all over the place. we may part company, never to meet each other again or we may end up on that same road together umm for the rest of our lives

Reference 2 - 1.95% Coverage

I see teaching as being a very multi-faceted thing. i don't believe in this I'm a teacher, I'm the expert .. you do what I tell you ... my approach... is more being the facilitator...At the same time because I am a teacher there is still that element of power that I've got and this is something I'm still getting my head around... how can you be a true facilitator when you're the one with the power, you're the one setting the assignments

Reference 3 - 1.83% Coverage

working on a course last year with Leigh Blackall, we set it up where I was the facilitator, Leigh was the teacher inverted commas, he was the one meant to be doing the assessing so we tried to break down those barriers around power in your practice and assessment.

Reference 4 - 1.50% Coverage

view of people at the conference was 'because you are a life long learner you are never expert at something' and I find this a bit of tension, because yes I am a life long learner and no I'm not going to tell you what to do, what to learn...but I'm still an expert in certain areas...because I've researched this extensively, written extensively... practiced extensively and I know darn well that I know a lot more about this topic...yes students bring their own experiences, their own views and this shapes how I see things...

Reference 5 - 0.65% Coverage

[further discussion of tension] so my philosophy to cut a long story short is evolving [laughs]

Reference 6 - 1.09% Coverage

so I take out of it but I also put back in, it's a constant cycle

Reference 7 - 1.78% Coverage

there's a lot of tensions around working for an institution like a university there are constraints, e.g...the whole PBRF you are funded as a researcher according to your publications and as a health professional I'd want to get maximum brownie points maybe I'd want to publish in the British Medical Journal, the trouble with the BMJ...is that it's fully copyrighted. So it leaves me in a bit of a quandary ...do I publish in the BMJ and it goes against my whole philosophy of open content or do I say no I'm going to stick to my principles, I'm going to publish in an open access journal ... [without] the same brownie points

Reference 8 - 1.11% Coverage

as a midwifery educator I wanted to put develop open access and there were lots of really good reasons why that would work but..I wasn't able to do that so it's all very well working in an institution that's got an IP policy but when your first line manager

Reference 9 - 2.20% Coverage

Now in the job that I am doing I am able to lead that life [integrated] in one way it's brilliant because it's all so integrated and so flexible but on the other hand I can be a bit...I could sit here for 24 hours and you have to be careful that you balance that with your real life with your family...[discussion of the pressures of working online/tensions it creates in family life] my family's kind of got the thing that if I'm on the computer I'm playing but for me work and play are the same thing

Reference 10 - 1.30% Coverage

I don't see it as work and play I see it as all the same thing

Shelagh: thinking about your twitter and tomatoes...

...but I'm still learning and it's all tied up with being a lifelong learner as well so I don't see it as work and play I see it as all the same thing because whilst I might be having that conversation on twitter about the tomatoes actually what I'm doing is networking because that same woman that I'll be talking to about the tomatoes, she I know is an ethicist ... so I know on my next tweet I might be asking her about what do you think about the ethics of this

Reference 11 - 1.20% Coverage

[further example of work life play crossover - tweet-up at St Clair]

Reference 12 - 0.21% Coverage

the only thing I don't do is socialise in Second Life

Person-5 § 2 references coded [4.17% Coverage]

Reference 1 - 1.93% Coverage

my teaching philosophy umm we try to keep it here within our department completely open, open education if you like.

Reference 2 - 2.24% Coverage

there's a few differing views on that one [philosophy of learning for students]. we have got a big push as per the govt's directive on literacy and numeracy and at the moment we're trying to embed that a lot into our practice. we're trying to embed especially the numeracy side of it as regards to food costing within every one of our practical sessions in our kitchens. That's the kind of push we've been asked to go for at the moment

Appendix-2

Comments Relating to the 'Practice of Open Education'.

Person-1. § 7 references coded [11.22% Coverage]

Reference 1 - 1.17% Coverage

[discusses own experience of being a learner in open ed - hasn't had much, just a bit of experience with online conferences]

Reference 2 - 1.75% Coverage

I developed 2 courses on wiki educator and 1 of them is more a resource than a course it's a wiki educator resource. But it's something that I put there so it's open and free and a collation of good stuff from the internet. And it's there as a package for somebody else to come in. And I've taught it face to face but I've used the information on the wiki and other stuff as much as I could put out there on the wiki for other people to use as well

Reference 3 - 2.46% Coverage

value in being around other people and bouncing off each other either way

Reference 4 - 2.35% Coverage

...this is the one that's a resource but not really a course online [*computer screen shows wiki educator with sustainable practice 'page'*] like there aren't any assessments on here as such - it's just kind of tried to make it into some kind of progression but it's not even that sometimes.... [started] about this time last year... and to be honest there's times when I haven't looked at it for a very long time and there's times that I was doing stuff on it all the time and I guess the biggest thing that I find with it right now is the simply creating a resource section [*scrolling through the wiki*]

Reference 5 - 1.50% Coverage

resource section where I just keep adding things as they come up and I guess when I direct people to this as a resource then I ask them if they find anything that doesn't work anymore then I can update things. But resources in terms of information and movies online [*scrolling through wiki*] ... youtube

Reference 6 - 1.51% Coverage

I guess at the end of the day it's just looking at the different subjects within this course [*zooming in on one resource*] and creating resources and ideas about how you might teach...

Reference 7 - 0.48% Coverage

A: ...people look at it and say it's a great resource because that's what it is, it's not a course

Person-2 § 20 references coded [30.05% Coverage]

Reference 1 - 1.10% Coverage

describing her role in preparing teaching and learning resources for several courses/units

Reference 2 - 1.07% Coverage

... my journey with a more blended approach to teaching and also looking at open ed as an option for developing teaching and learning resources started way back in May 2007... what I

Reference 3 - 0.30% Coverage

I develop all these resources on a wiki cos I just find it's a really great place to store stuff

Reference 4 - 1.01% Coverage

this is my blog 'horty [name]' [name] starts scrolling through her blog] and I started back in May 2007. So that's my first I guess [camera zooms in on first blog entry] experience with having a blog and just figuring out how to make it work for me and basically I was told just journal what you're doing but do it on your blog

Reference 5 - 1.72% Coverage

.... my blog journalled my learning about how to use the wiki, how to use the blog, how to upload ...ppt to slideshare, photos to flickr... all of these I eventually embed in the wiki and use as a resource

Reference 6 - 1.58% Coverage

[blog has evolved into a video blog] now I don't tend to write anything any more and i just will [comp screen showing blog entry - video about how to build a chicken house] do videos on what I'm currently doing. This is a video ... about a chicken house [opens up video]

Reference 7 - 1.89% Coverage

K: I guess valuable for me in terms of letting my colleagues know what I'm doing, especially my managers

Reference 8 - 1.27% Coverage

I have drawn attention to myself... I was asked to present last year to some of my colleagues about how I used open education and ... I probably might summarise after we've finished with our permaculture garden send this [pointing to video about permaculture garden on her blog] to the ceo and say well this is where we're at with this Phil

Reference 9 - 1.04% Coverage

[description of seed ball making unit/videoing it] and so I'll say [to students] check out horty [name] cos I videoed us doing that and they'll come back and say oh [name] that was awesome

Reference 10 - 0.66% Coverage

...they [students] also feel they've got a record of something neat we did together and it means something.

Reference 11 - 1.59% Coverage

... I think the students get a buzz seeing themselves and their activities on video and out in the big wide world and

Reference 12 - 1.48% Coverage

in terms of open education our students aren't always enrolled, they've come across a video and they've left a comment saying that's interesting or love your garden or whatever. So ... it's useful too for people ... I had videoed some plants that were in our permaculture garden and had specific uses and again so those go up and people come across those and they'll comment that was very useful ...

Reference 13 - 1.50% Coverage

when I'm developing stuff for the wiki I'll embed relevant video for my permaculture design wiki page, I'll have heaps of video on ...

Reference 14 - 3.43% Coverage

[description of how the permaculture course students came away from the course with a design for their garden- showing designs to camera] these [plans] haven't made it to the web yet but I have permission from all of these people to scan them and put them on my wiki

Reference 15 - 2.22% Coverage

so that's the horticulture main wiki page and Lee has also streamed my blog onto it so as I do videos they show up

Reference 16 - 2.55% Coverage

[person talks about development of wiki-navigating round wiki on screen] what it looked like at the start ... I was given specific units that I was given to develop activities and resources for and then it went from there so for every one of these unit standards] there's a page [opens up one standard-health and safety online and then shows S an example of paper based standard - discussion of how wiki content reflects standards curriculum and criteria]

Reference 17 - 0.81% Coverage

continues showing S through the wiki

Reference 18 - 2.13% Coverage

and I don't really worry about that, I have faith that this is just a tool and no-one can ever take away from the knowledge that I have... and always the best way of getting that knowledge across is going to be a mixture. So it's coming to my class, having that [gesturing at screen] as a guide but to just have one or the other it's not supported

Reference 19 - 0.98% Coverage

S: do you know anything about other people who interact with this resource?...

K: example of ? who came across the wiki online had always wanted to do permaculture and decided to do it, ... she felt very comfortable with the technology

Reference 20 - 1.72% Coverage

S: What about other people, who else do you know who reads, interacts, comments. Do you know anything about them ... on your wiki or on your blog?

K: primarily it would be enrolled students where I have directed them to it. Other than that we do have people who have commented on some of the helpful information and ... I would have to go through the comments in my blog....

Person-3 - § 26 references coded [35.84% Coverage]

Reference 1 - 0.45% Coverage

in terms of that [gestures at wiki] being in an open area I don't think it's changed anything from had it been an in house area. This year we're actually doing it in house in an interesting parallel to where we've been

Reference 2 - 1.09% Coverage

we've gone from Bb to Moodle which is an open source software so personally I think that's a really good step in that direction. ...what we're trying to do is see that in house space as a space that feeds outside of the institution and feeds back in rather than it all just being contained inside

Reference 3 - 2.83% Coverage

S: how does the Moodle fit into the outside environment?

R: example of that might be this other project I've been working on called SHrUB [opens SHrUB page on computer] which is a Shared Resource Hub ... This project was about looking at that level of integration across departments within the Otago polytech to begin with and then looking outside. So last year I was working both in the School of Art and the School of Design and as well as me ...using resources from both schools in different contexts and I was aware that there were other staff around me making almost the same resources as I had made in somewhere else. It seemed crazy that we didn't have a very easy updateable, accessible way to share those resources without having to duplicate and make extra work for ourselves. And also just so that we could learn and enrich through each other and just have a place to meet... within the work that we were doing. So this was a research project that was looking for a platform that could do that ... we were quite clear that we wanted it accessible openly. So this [gestures at SHrUB on screen] sits again in a different, it's wiki spaces this time and through the research we decided that it was slightly friendlier looking

Reference 4 - 0.75% Coverage

wikipedia

Reference 5 - 0.91% Coverage

...we invited some staff members to test it, to put some resources up.. and that's really the stage that it got to there so

Reference 6 - 0.59% Coverage

it's open access but it feeds out... it's also, looking at the wikipedia model, it's experts that are developing and pointing students to these resources. So, it's not just anyone can stick anything up because their mate wrote it, it's about that expertise.

Reference 7 - 1.45% Coverage

[shows Shelagh around Moodle site - linked to SHrUB] so we continue to edit this [SHrUB] out here in the open space and these changes will feed back into here [moodle] when the students want to use it..

Reference 8 - 1.13% Coverage

this SHrUb is at a stage where ... the reports been written and now what we've got to do is integrate into student life. We have talked to the students about it, we've had a focus group where students are very very positive about it and going "oh that would be very useful, that's great" So we have that ... evaluation in the report as well

Reference 9 - 1.14% Coverage

I don't think it necessarily changes them [face-to-face interactions]... we very much spend a lot of time face-to-face in the arts school, I mean we have to and it's very valuable and students here have a very good student teacher ratio... These things I think [gesturing at computer] I mean it's more about blended learning then going totally into an online learning environment. We're not trying to move into an online environment, we're trying to enrich the students' accessibility to things as they are here.

Reference 10 - 1.96% Coverage

... I've developed working with blogs [opens a blog page on screen] with my senior students. Everyone gets introduced to blogging in digital literacy as a way of workbooking. In the Art School, process and development's very important and tracking that process in order to learn from it and develop from it.

Reference 11 - 1.12% Coverage

I find it [blogs] really invaluable

Reference 12 - 1.57% Coverage

... [gives example of student having dialogue with member of public around taking and publishing her son's picture on his blog] ... she then... critically commented on his work... talked about how the work was situating the boy in the moment and then went through the rest of his blog and commented on several other posts... and that kind of networking and understanding of the public realm is really important to students where they perhaps don't always get it within the classroom environment

Reference 13 - 1.26% Coverage

[gives example of another student who used blogs successfully] for her the minute she started blogging her work just went and it moved and it shifted and she just developed an excellent project out of that ability to think through online in that public space.

Reference 14 - 1.18% Coverage

I'm only seeing good things from the students who are comfortable using it [blog]. It's not a requirement, students can use hard copy workbooks or they can use blogs... 90% or more are using a blog... in the senior photography years anyway... out of them 40 or 50% are exclusively submitting via online blogs... Then the rest are doing both, a bit of both [blog and workbook]

Reference 15 - 2.62% Coverage

[feedback from the external examiner] ... about the blogs was that that was invaluable for them to go back through and really quickly and quite simply see the development and the process and where that work had actually come from... [talks about time saving aspects]... [demonstrates/shows one student's use of blog posting to bookmark important work] ... I'm learning things from the way that they're working

Reference 16 - 1.65% Coverage

S: ...are you getting much engagement from these open platforms from outside?

R: no... nothing... I haven't had a huge look around wiki educator [*brings up wiki onscreen*] but my understanding is that people are using it for their own open access needs in some ways. I mean I could be wrong there but what I see is that its education specialists that want to develop their open access stuff rather than feed into others, at this stage. And I believe that the platform's growing and that that will change. But at the moment... people are just doing their own stuff

Reference 17 - 1.43% Coverage

... maybe not an institutional response to any information that comes back this way, that might be ... the cooking school... have a lot of work on youtube and I know that their youtube videos are getting massive hits from people outside of the institution... That might be a better example [of outside interest] than what we're doing

Reference 18 - 1.67% Coverage

[discussion of whether/how the difference in outside response between cooking and art schools might be due to different kind of platforms. youtube being more searchable than moodle]

Reference 19 - 1.09% Coverage

Because there's nothing worse than a wiki that hasn't been updated and it just stagnates....that's

Reference 20 - 1.09% Coverage

It's all very well having a research project and a finite amount of time and a report to write at the end and a little bit of funding but how do you actually make that work?

Reference 21 - 1.22% Coverage

... there needs to be an understanding of contextualising that [digital literacy] for staff in different areas ... [discussion of the role of expert/need for expert]

Reference 22 - 0.42% Coverage

the tutorials are all online you could go to any website and find a how to scan or how to use photoshop tutorial. but that doesn't mean everyone's going to learn it

Reference 23 - 3.06% Coverage

[process of finding, evaluating, creating resources] with the SHrUB project. That was... a research project in itself. So we had space to think about that in quite a nice way so the first thing that happened was we looked for things that were out there...platforms that could possibly support the SHrUB. we tested many of them... so we tested them and we evaluated them... we were using our expertise and understanding of the media and the platforms to evaluate those as we were going along... so getting it to a stage where it was... focus groups, questionnaires, survey results... all of those things were really valuable... in terms of what we can't let happen or we'll put students off and they won't necessarily go back.

Reference 24 - 1.37% Coverage

[discussion of the research process, creating, testing, evaluating and needs that emerged]... need for a panel of experts to oversee the site [keep it tidy]...

Reference 25 - 2.98% Coverage

What we find is there's quite a lot of resistance from people who don't like computers, 'we came here to paint, we came here to sculpt'... But at the end of the course they're turning round and saying 'thank you so much for teaching me that'. So the feedback always at the end is very positive

Reference 26 - 0.95% Coverage

because it's been running for three years, I'm seeing students coming into the senior levels who are still using blogs... and they've already developed a way of communicating in that way that then is just integrated with the rest of their practice so they can focus on the bigger developments within their study and within their practice... trickle on effect, just from an anecdotal point of view is beginning to work

Person 4 § 26 references coded [27.88% Coverage]

Reference 1 - 1.83% Coverage

I'm a blogger, I blog a lot, in an open environment

Reference 2 - 1.83% Coverage

working on a course last year with Leigh Blackall, we set it up where I was the facilitator, Leigh was the teacher inverted commas, he was the one meant to be doing the assessing so we tried to break down those barriers around power in your practice and assessment.

Reference 3 - 1.83% Coverage

Nelly..based in Toronto, she invited me into an online conference...

Reference 4 - 1.16% Coverage

utube, slideshare, whatever and you

Reference 5 - 2.35% Coverage

I think when you are trying to talk to people about OE it's much easier to introduce them to the concept of open access resources then the whole everything's open becous it's not too painful...to put a ppt on slideshare or a short video that you've made on utube but taking it further and starting up that conversation is a lot more painful

Reference 6 - 1.59% Coverage

it was all tied up with putting my cv online

Reference 7 - 1.15% Coverage

I market myself as a professional. I market myself as [name] so I don't go under any kind of anonymous name, this is me this is what you get and so on the one hand this is good because it gets my name out htere and on the other hand

Reference 8 - 0.90% Coverage

International Day of the midwife - we have 24hr slots where midwives can volunteer to either do a live presentation or just write a paragraph or take a photo anything at all that celebrates being a midwife... last year we did that, didn't have huge numbers of people but we had something happening every hour for 24 hours but it's something that will grow

Reference 9 - 1.85% Coverage

and that's the second life education nz project. this was a huge project that was developing up educational resources in second life led by Terry Neil and Clare Atkins.. a NZ team. The relevance to the open ed was the whole process, the whole project was carried out in an open environment. we used open tools the whole project was run through google docs, second life, the blog. Everything is open ... the advantage of that was that they could track what was happening, see where their tax dollars were spent, but then if they want to replicate the project they can see what we did and what we learnt and what we felt worked well and what we felt didn't work so well

Reference 10 - 1.00% Coverage

Virtual birthing unit which can be used to teach using the education of undergraduate midwifery students - that is sitting there in second life using a creative commons licence

Reference 11 - 2.03% Coverage

a lot of information I get is from people so if I'm developing up a resource that I want to put on line...one of the things I will do is talk to people, communicate with people and ask them things... people in my...personal learning network, so they're person I talk to on google, g-mail [on screen], people I talk to on twitter

Reference 12 - 2.03% Coverage

twitter plays a huge part in my life, not just hello, how are you, I'm eating pancakes for breakfast but it's around things like ...my tomatoes haven't grown what can I do about it... but also I'm developing up a lecture about how to deliver a breach baby [camera zoomed in closer on g-mail], anyone got any resources...

Reference 13 - 0.63% Coverage

I will go to google, I use google a lot

Reference 14 - 0.58% Coverage

the problem with google scholar is you might come up with heaps of references but [switches to poly tech home page] they very often don't [switches to google home page] give you access to the full articles....

Reference 15 - 0.67% Coverage

but the one thing I do have, I'm really into at the moment is google books [types google books into search bar, results page comes up], in terms of what I hear colleagues talking about I think it's something that hugely [hits link to google books] under recognised [goes to her page on google books]..

Reference 16 - 0.76% Coverage

a lot of books you can find thru google books and there is a midwifery textbook that I wanted that was the foundation of the second life work ... I couldn't be bothered to go buy it just for this project... and everything I wanted was in google books [camera zooming in on different parts of person's google home page] so it saved me a couple 100 bucks

Reference 17 - 1.21% Coverage

I go to utube a lot [typing youtube into address bar], far more, I used to think of youtube... [on youtube] as just a toy that kids played with ... but I go to utube for information so if ...I'm developing up that resource on how to deliver a breach baby then ...I'll be able to find [that] on youtube [camera moving around youtube page]. So youtube's invaluable and I talk about youtube a lot

Reference 18 - 1.14% Coverage

the other one is slideshare [types slideshare into address bar], again a lot of great information and ideas on slideshare [slideshare comes up on screen] and if I'm giving a workshop/presentation particularly on things like social media there isn't a lot of midwifery stuff in slideshare cos I don't think people know about slideshare in the same way as they know about youtube but if I was giving a workshop on how to use twitter for example then I know that there will be 100s of people who've done that workshop before I have and I'm not going to completely replicate their presentation but certainly there'll be lots of ideas there that I can use it saves me time

Reference 19 - 1.43% Coverage

[discussion of how she attributes, references sources she uses gave twitter demo as example]

Reference 20 - 1.09% Coverage

I also blogged about it [the twitter demo], I talked about what I was going [camera zoomed in on a blog]

Reference 21 - 0.40% Coverage

and if I'm lucky someone sees that I'm doing this, as happened yesterday ? said to me do you want to come to Melbourne and do some workshops for me and they're going to pay me to do it

Reference 22 - 0.35% Coverage

I'm also doing it for my own personal glory and to pay my mortgage..

Reference 23 - 1.30% Coverage

I live my online life in several areas, I've got the education area, and we're all into much the same thing we're all into open ed resources.. so I see myself very much as on par with what everybody else is doing you know often learning more from them. I've also got my midwifery world and yes there are a few in that midwifery world who are doing the same as me or doing more than I am but the vast majority of people aren't so...don't see youtube as a place to go for info. So I see myself as a bridge, a facilitator, forwarding things on

Reference 24 - 1.65% Coverage

[use of resources/users of open ed] varies...it does vary and the vast majority of people I'd never hear about it... last year I spent a lot of time doing road shows... and I met people who said oh I read your blog but they never comment, I never hear from them so a lot of ... but from the people I do hear from I think it is mixed, definitely it's like an epiphany for them just like it was for me many years ago; gosh I never thought about going to youtube to find [resources]

Reference 25 - 1.44% Coverage

one very exciting example [of people picking up on her work] ... [Hawaiian educator is reworking content from wikieducator] ... the good news is that I've been asked to be a guest speaker in that course [online]

Reference 26 - 1.44% Coverage

[discussion of what students are paying for is "me"]...yes I can put my presentation on slideshare but if they want more they can come and pay for a face to face workshop... or workshop online and what they get is..whatever I am...

Shelagh: you're talking about value

Person: yes

Person 5 - § 16 references coded [44.16% Coverage]

Reference 1 - 1.93% Coverage

We put everything that we develop and share with our students we put online either through Youtube or our own blog sites, we load it onto pen drives. It's completely open source, you know. We don't try and hold anything back for the year's work either. If they want to leap ahead, this is our students, and look at something in the future that they might want to really sink their teeth into, they're more than welcome to do that as well

Reference 2 - 1.81% Coverage

philosophy is completely open education for us within this department anyway because it's such a huge scope, food, yea. We've got our things that we have to concentrate on and our things we have to tick our boxes in but all our education for the whole year, all our theory for the whole year is accessible right from the start of the year through our Moodle site

Reference 3 - 3.23% Coverage

... when we started to look into the open education, probably back in 2006 we didn't have any resources that our students could draw on that were pictorial and video, that sort of thing. So we started with our base assessments and we started videotaping all those assessments so the students could use them as a revision tool and it was also used as if people were off that day they could go back and see what we were doing that day and get up to speed. this proved amazing and people loved it. Other departments wanted to get on board and we had a 17% in that year in pass rates. So we knew we were onto something yea. that's developed the base of our whole philosophy within our level three and four cookery programme.

Reference 4 - 1.05% Coverage

We put everything on videotape, we have it completely open access and we really push that from day one. That these guys get comfortable with all the technology and they can talk to us about and review anything at any time. Yea so that's the base of it all

Reference 5 - 1.28% Coverage

it's [the video] not replacing the classroom, it's only as a revision tool or as a catch-up tool. It doesn't replace getting into our kitchens and being hands-on and feeling it, tasting it, smelling it ...

Reference 6 - 4.94% Coverage

demonstrates assessment video for cod venoise, talks about the video and how accessible it is] ... on youtube, any time, any place, on the bus, at home wherever they like and be ready to hit the ground running when they come into polytech. ... a lot of our students work crazy shifts and they might be finishing at 1 o'clock in the

Reference 7 - 0.73% Coverage

it's [music soundtrack for video] not only free, but it's all creative commons stuff and we attribute it at the end, it's all, it has to be on the money

Reference 8 - 1.06% Coverage

they [students] like the technology, they like using it, they love it as revision technique rather than just reading a recipe, it's visual, most of them are kinesthetic learners anyway so they like using their hands and this is showing someone using their hands rather than just reading a recipe, it really does work... we've proved it

Reference 9 - 4.72% Coverage

[creation of resources] we started with my little sony camera that took 21/2 minutes of film and we would have to do something like this cod venoise. we'd have to do this in three stages because my memory was only that big so we'd have to run away, download, come back and then carry on the cookery. and that was the start of the process and then we thought we were the bees knees when the boss turned around and gave us a \$1000 canon camera with a tripod... we don't have to have a full recording studio like the CIA, culinary institute of America... we wanted to keep it very kiwi and otago polytech ... we wanted to keep it light, entertaining, not staid and very starched the way that the cia put it over...we drew from these other people the way that they were doing it and we thought that we could do it better and I think we've proved that we can

Reference 10 - 6.07% Coverage

... [where to from here?] at the moment we're carrying on in the same sort of vein but we're trialling... through ako aotearoa again we've got the ok to buy next generation of ipods which actually take video. The next stage that we're introducing is peer assessment so these guys will make this sort of dish after instruction and then they'll get feedback and assessment from their peers as well as the tutors ... [feedback given in books, face-to-face forum]...

Reference 11 - 0.27% Coverage

the recording of all those videos using that technology will be collated and we'll try and see if there's any more or better results come out at the end of it especially for satisfaction of course and again pass rates... ..

Reference 12 - 1.66% Coverage

the food costing resource we hope to get the ok to give that to be open source through moodle this year so chefs in industry can upskill their apprentices... with our resources which can only be a good thing for the marketing dept as well

Reference 13 - 2.66% Coverage

... [process of oer] goes across all departments [in hosp] as well as front of house now. They saw what cookery was doing and ... are now getting their own resources together ready to be put out in the ether as well ...and not just [spreading] within our school. It's going to other departments...

Reference 14 - 3.37% Coverage

...how did you learn?
trial and error, with that little tiny sony camera... [describes process late nights, lack of training, people seeing potential and offering help] so the start of it was very flintstone if you like

Reference 15 - 1.64% Coverage

S: how are you negotiating work life balance?
St: you've got to make up your mind whether you want to do it or not to be honest. If we want to pull back ... because we've got other commitments then we do so. There's nothing set in stone that we must achieve these sorts of levels within any given time frame...

Reference 16 - 7.74% Coverage

[discussion of liaisons with other catering colleges (Niagara,canada, Britain, Auckland...) who are doing similar courses. Pulling resources, inspiration] it's a collaborative thing and we're very open with what we're doing as well ... it's a very open process

Appendix-3

Comments Relating to the 'Rationale for Open Education'.

Person-1 § 16 references coded [29.50% Coverage]

Reference 1 - 1.35% Coverage

I'm wary of online education as the only form of education in terms of purely online courses. I'm still struggling with that and I know that open education is online so that that can be open to the world or the 4% that have access to the internet in the world...

Reference 2 - 1.12% Coverage

S: What do you think open education is?

A: Well I think it's something that people can access for free and that people are giving their skills and knowledge for free. Obviously, it's not completely free because you need access to a computer and the internet but it's the idea of sharing knowledge and information and skills rather than the idea of wrapping it into a package that somebody has to buy

Reference 3 - 1.75% Coverage

it's something that I put there so it's open and free and a collation of good stuff from the internet. And it's there as a package for somebody else to come in.

Reference 4 - 2.36% Coverage

[positive things about online] because they're not face-to-face and they can't put a face to somebody's voice or writing then there's not the same judgement that they might have if someone if they saw them in person... [judgement] in terms of when you get a group of people they'll be sitting there and they'll be judging each other based on what they look like and their age and their gender and how they're dressed ... Online and OEA eliminates that because they might hear a voice and they might get some background information, they might know what the gender ..is but they might not as well and therefore they can have open discussions with people without prejudice or judgement of that person

Reference 5 - 0.88% Coverage

... I'm not sure how effective that is but it's [lack of judgement] something that has been pointed out to me as 'here's a real benefit of not being face-to-face with people" which I can see...

Reference 6 - 1.51% Coverage

and the things that have inspired me have been finding great free online resources that I didn't know were out there and are exciting to share with others

Reference 7 - 3.64% Coverage

feel like online or open education has to be quite self-directed and maybe more empowering for the learner

Reference 8 - 3.64% Coverage

So I'm not quite sure about that but it has the potential to be more, have more opportunity for self-direction for the learner I guess...

Reference 9 - 2.13% Coverage

[the learner has to take] more responsibility than they do when they are face to face and I think they expect that a little bit more too if they're not coming to a face to face session... I think they would assume that they have to take more responsibility for their own learning because the computer can't answer the question for them in the real world, in the real time at least... and the computer doesn't say it's 2 o'clock, it's class time I'm going to take the role

Reference 10 - 3.15% Coverage

... I think the biggest value [in open ed] for me is just creating a culture and an atmosphere of sharing, sharing our

skills and sharing our knowledge

Reference 11 - 3.15% Coverage

Because I hate the idea that people, it happens a lot in academia, 'this is my paper, I wrote it and if you want to quote me you make sure you... use my name. Which you do in open education anyway, but you do it because you want to because that person's given it to you, not because you've done a course or bought a book because you need to find that information out and that's what you've been forced to do ... There's a much nicer feel around it as well, and I think it is encouraging that collaboration and openness and communication and not as much ego...

Reference 12 - 3.17% Coverage

[... problems/limitations] ..I'm quite new to it so I don't really know. I just discovered a problem today actually when I went into search creative commons ... [describes technical problem around finding url to credit resource]

Reference 13 - 1.45% Coverage

... so when you equate it to that it's probably better in some ways cos you can choose to turn it off...but I can see other people when it's their life, but at the same time it can potentially create work life balance if people choose to use that way as well

Reference 14 - 2.77% Coverage

I am looking at leaving this position and so those courses will still be there and ideally they'll still be managed by someone but I'm not too worried if it's not me

Reference 15 - 3.21% Coverage

development of trust, building of trust]... you also have to trust that people will share it genuinely in terms of, it's not theirs to share, but this person did it and I'm sharing it with you kind of thing. ...and that's what I meant a little bit by less ego potentially because people can put stuff out there and know that they might not get attribution for it but that's OK because their ego can handle that potentially,

Reference 16 - 1.02% Coverage

that might be part of the culture that's created in this realm ,I guess. Yeah, so ideally there is trust amongst people that we're all here to genuinely share our things ...

Person-2 § 20 references coded [31.72% Coverage]

Reference 1 - 0.30% Coverage

I develop all these resources on a wiki cos I just find it's a really great place to store stuff

Reference 2 - 1.27% Coverage

I have drawn attention to myself... I was asked to present last year to some of my colleagues about how I used open education and ... I probably might summarise after we've finished with our permaculture garden send this [pointing to video about permaculture garden on her blog] to the ceo and say well this is where we're at with this Phil

Reference 3 - 1.32% Coverage

the other thing that is also very valuable is that my students enjoy watching the video, it's another ..catering to another type of learning

Reference 4 - 0.80% Coverage

Some of our students are not comfortable using this sort of technology but...sometimes if we're having a class I'll pile everyone in here and we'll watch a vid

Reference 5 - 1.04% Coverage

[description of seed ball making unit/videoing it] and so I'll say [to students] check out horthy [name] cos I videoed us doing that and they'll come back and say oh [name] that was awesome

Reference 6 - 0.66% Coverage

...they [students] also feel they've got a record of something neat we did together and it means something.

Reference 7 - 1.59% Coverage

... I think the students get a buzz seeing themselves and their activities on video and out in the big wide world and

Reference 8 - 1.48% Coverage

our students aren't always enrolled, they've come across a video and they've left a comment saying that's interesting or love your garden or whatever.

Reference 9 - 3.15% Coverage

another neat thing about taking on flexible learning and flexible delivery... is that [discussion of benefits of permaculture design night class and how having lost funding to do short night courses] the value there is we're flexi with the time we deliver it and also having it on the wiki....

Reference 10 - 1.50% Coverage

when I gave the presentation to my colleagues... I was able to stand there and hand on heart and say to him [manager] in terms of value ...these people paid \$443.70 and one of them heard about it on the wiki..so hand on heart it's worth that

Reference 11 - 3.43% Coverage

[description of how the permaculture course students came away from the course with a design for their garden-showing designs to camera] these [plans] haven't made it to the web yet but I have permission from all of these people to scan them and put them on my wiki

Reference 12 - 2.53% Coverage

at the same time if I were to leave the polytech tomorrow someone has all these session details [pointing to wiki] they've got a lesson plan if they want it ... and they've got all these resources [gives examples of some resources

Reference 13 - 0.64% Coverage

so if the students miss my lecture on maintaining turf they can go listen to David's [online] talk... if the students miss my lesson on how to do a bedding display changeover then they can come and look at [pointing with mouse to relevant section of wiki]

Reference 14 - 1.26% Coverage

one day [in a lesson] I was describing hard landscape... and a student came in late and ... I said well come after class and we'll go through this together and he said is it on the wiki and I said yea and he goes 'sweet as I'll' and to me that's just like music to my ears, I don't have to stay late after class, he's gonna go to the wiki and do self-directed and get caught up and not hold up all the rest of the class or me

Reference 15 - 1.98% Coverage

S: how do you feel about all of your knowledge being up here for other people to use and access?
K" I feel absolutely fine, I've totally embraced our partnership with wiki educator and open education... and I think it goes back to what I've learned doing permaculture design cos the three main ethics of permaculture design is care for the earth, care for people, and redistribute fair share so I guess if you can't afford to come and study with us face to face which is I think always gonna be the best to have that classroom interaction with peers and with someone who's your learning facilitator,... then this [gesturing at the screen] is a very good second

References 16-17 - 1.49% Coverage

I think it [open learning] is excellent in that when I go back to deliver this unit again [gesturing at screen] I've got the lesson plan, I change the date, I tweak it ...

Reference 18 - 1.22% Coverage

[talks about one of her colleagues using her wiki resources to deliver a course] so it was really neat, she could just go 'oh [name] I need one of your resources on that and I said OK it's all here, I'll show you.. the only thing I did was I made it more generic

Reference 19 - 4.33% Coverage

[describes development of permaculture short courses] ... so we had people in Canada and the US, Argentina, all following along on our course but doing their stuff so to me that was a real highlight

S: How did it make you feel?

K: Awesome. ... I just thought it was so neat and again it just drove home to me the importance of open education and I guess the intrinsic value for the polytech that Otago Polytech has a reputation for providing good information and has reputable people working here and providing that ..It was heartwarming in that people were attracted to the information and wanted to be part of it and they didn't even get to come to the face to face stuff and do the neat field trips.. but for them it was fit for purpose and they were again, able to come up with a design for their land based on information we provided them with

Reference 20 - 1.72% Coverage

S: How do you feel about the ideology of open education?...

K: at this point in time I think it's a really good idea and I think knowledge is really empowering and I don't think people who are living maybe in a country where perhaps they don't have access to education, maybe they can't afford it. I think it's just better for the whole world for all of us to have access to knowledge. It's just more empowering. I guess that would, that's how I feel about it yea

Person-3 § 31 references coded [38.65% Coverage]

Reference 1 - 0.67% Coverage

and I guess an overarching philosophy of that is to give people choice and confidence

Reference 2 - 1.87% Coverage

[S: what does open education mean to you?]

R: I think accessibility. I think there's an understanding that there's an accessibility that comes from the internet...from a networked society, global as that may or may not be depending on countries. I think that open ed means really thinking about that accessibility and ensuring it works for...contemporary people in education. Because I think what has happened is there's accessibility but there's places where it stops it goes so far and then it stops and I think education is one of those areas where there has been a fear to put material out there within that way. So the accessibility issue ... sort of gives with one hand and takes with the other because you understand that world, you network in that world but you can't always get where you need to get it

Reference 3 - 0.53% Coverage

...open education is really about saying this is how we live this is how we work, this is how we access information, can we access education information in the same way and how do we best do it to protect everyone involved

Reference 4 - 2.09% Coverage

... as a student personally I don't think there was a very open education understanding at all when I was studying. As an educator now I guess that's something that I realise I've been trying to engage in over the last three years or so... to try and ensure that information's accessible, on one level across, simply across the institution.

Reference 5 - 2.09% Coverage

So that we have different schools and departments here and sometimes even that information needs to travel more accessibly... it's about it flowing outwards... I know the polytech has done a lot of thinking around their copyright, intellectual property policies in the last couple of years which is really enabling people who are doing open ed resourcing a way to sit within their frameworks and allow us to think about what's the right way of doing it rather than just everybody individually just putting stuff out there

Reference 6 - 0.59% Coverage

for me one of the principles would be... to ensure that we are doing it in a controlled way that ensures that everybody's safe

Reference 7 - 1.09% Coverage

...initially the students weren't really aware of the open environment [of the paper] ... I've been waiting and waiting and waiting for someone to come along and edit this [*gesturing at the wiki*]. So in some ways my goal was to get the students to the point where they would realise and they would go in and change this in the ways of wikipedia. But that hasn't happened so I've kind of found that quite interesting on reflection..

Reference 8 - 1.09% Coverage

Moodle which is an open source software so personally I think that's a really good step in that direction. ...what

Reference 9 - 2.83% Coverage

So last year I was working both in the School of Art and the School of Design and as well as me ...using resources from both schools in different contexts and I was aware that there were other staff around me making almost the same resources as I had made in somewhere else. It seemed crazy that we didn't have a very easy updateable, accessible way to share those resources without having to duplicate and make extra work for ourselves. And also just so that we could learn and enrich through each other and just have a place to meet... within the work that we were doing

Reference 10 - 2.83% Coverage

So this was a research project that was looking for a platform that could do that ... we were quite clear that we wanted it accessible openly.

Reference 11 - 0.91% Coverage

...we invited some staff members to test it, to put some resources up.. and that's really the stage that it got to there so we've ... what's nice about this is that we've really encouraged people to edit the wiki in a really collaborative way so this has been about editing and learning to collaborate with each other and "what happens if someone moves your stuff?" and "what happens if somebody does edit your wording?" ...

Reference 12 - 1.14% Coverage

we're trying to enrich the students' accessibility to things as they are here

Reference 13 - 0.91% Coverage

...students have more resources from home, they want to be more flexible, they all have part-time jobs where they can't be here 9-5, Monday to Friday. So this [*gesturing at SHrUB on screen*] is allowing them to engage even when they're not here...

Reference 14 - 1.13% Coverage

...it's just allowing people to be flexible and to think about things when they want to think about things. So, one of the great things about the Moodle site is that it's got a forum that's updateable regularly, that you can push stuff out. You can push out links, all of the course information remains up there anyway. There's links to readings that they can access when they want to access rather than they've got to be here at certain times, get the paperwork, ...

Reference 15 - 1.10% Coverage

... the more digitally I work the more it enables students who perhaps are more shy in a face-to-face environment be able to have meaningful interactions.. For example, we have a group crit face-to-face, some students aren't forthcoming about their work. They find that group environment daunting, they don't necessarily say what they need to say. It might be that they engage one-to-one in that way OK but actually often you get a lot more information out of an email ... so it's allowing different types of learners to have different types of voices

Reference 16 - 1.96% Coverage

blogging in digital literacy as a way of work-booking. In the Art School, process and development's very important and tracking that process in order to learn from it and develop from it. It's usually done in a hard copy work book ... but particularly in photography and electronic art the students are working digitally, it seemed to me that's there's this extra step that they're doing. So, they've got the digital image and they've got to print it and put it in the workbook and then they've got to think about it and then they've got to hand it in. And that's a money constraint as well, that constant printing of digital images. So a lot of students have found that working online is the best way for them

Reference 17 - 1.29% Coverage

... I'm finding that they [students] think a lot more considered about their work. So, ... because... they're putting their work into a public space ... the stuff that goes on here is a lot more considered [than in the workbook] they think about it, they write about it, they link to the resources that they've come from so you get, so anyone reading that, any other students especially, peer-to-peer, they're able to go to the primary resources as well and follow up where that student's thinking has come from.

Reference 18 - 1.12% Coverage

Teaching, I find it [blogs] really invaluable because I can show students other student's work really easily... [gives examples of this]

Reference 19 - 1.80% Coverage

the students who are using the blogs are using the blogs really well. Their thinking is just developing much more, the pictures that they're putting on line are edited, they're thought about and it's actually just raising the bar.

Reference 20 - 1.80% Coverage

And it inspires other students to do the same because it's very visible [as opposed to workbooks]

Reference 21 - 1.80% Coverage

... I think so [that there is more interaction between students on the course because of this] ... one of the things that is really nice is that students comment [*opening up a students' blog onscreen*] on each others...

Reference 22 - 1.57% Coverage

... [gives example of student having dialogue with member of public around taking and publishing her son's picture on his blog] ... she then... critically commented on his work... talked about how the work was situating the boy in the moment and then went through the rest of his blog and commented on several other posts... and that kind of networking and understanding of the public realm is really important to students where they perhaps don't always get it within the classroom environment

Reference 23 - 2.62% Coverage

about the blogs was that that was invaluable for them to go back through and really quickly and quite simply see the development and the process and where that work had actually come from... [talks about time saving aspects]...

Reference 24 - 0.64% Coverage

just in general, my other philosophy is to make things happen by doing. So to sit around and say we need this or we need that isn't necessarily going to change things. So, certainly with this paper [*gestures at wiki on screen*] it was a case of lets do it. Lets write the paper, lets look at where the needs are and the gaps are and lets teach it and see what happens

Reference 25 - 2.70% Coverage

I think it's valuable because the students are developing from it. Just to see my students doing things on blogs that I haven't had time to do... they're taking it to new levels that I haven't seen being done as well in other places, for me that says there's life beyond just giving them this information and then only using it within the confines of this institution [*gesturing at screen* showing blogs of students who after graduating still continue to use blogs, use them for commercial purposes]

Reference 26 - 1.56% Coverage

All of these students have made a decision about what copyright or not they want to put on their work and .. access they want and most of them are working with creative commons by attribution, no commercial work, no derivatives from it

Reference 27 - 2.10% Coverage

[discussion of students' understanding of copyright and practices around protecting their work from theft]

Reference 28 - 1.07% Coverage

[gave an example of a student who got work stolen from his website]

Reference 29 - 0.92% Coverage

the first time students get comments from someone they don't know on their blog... those moments are quite critical and I think if you can do those within the framework of their education then you can take them apart, you can discuss them, you can allow them to learn from that

Reference 30 - 1.15% Coverage

... I'm a reflective practitioner I guess, there's a philosophy I suppose overarching... this work [gesturing at blogs] has all developed and come from a space. I've had several blogs myself which have been one thing and it took me quite a long time to find a way to blog and it wasn't until I realised how to do it for myself that I was able to teach other people how to do it for themselves... so, it's definitely been a reflective process

Reference 31 - 2.20% Coverage

[describes and reflects on a collaborative blog between all the students in a year group who used the comments system to critique each other's work] ... it was a valuable exercise to see what worked and what didn't work. I guess there's been plenty of those moments

Person-4 - § 31 references coded [40.65% Coverage]

Reference 1 - 1.83% Coverage

assessment. But I couldn't quite get my head around the concept so after the course finished .. I blog post reflection about this whole thing - am I a teacher, am i a facilitator? [that] caught the attention of an educator who spends a lot of time on line, Nelly..based in Toronto, she invited me into an online conference...so fed the discussion around this whole issue of teaching and facilitating.

Reference 2 - 0.26% Coverage

[perception of open education] It's educational resources that are placed in an environment that anybody can access

Reference 3 - 0.85% Coverage

and I tend to think of this as an online environment, I 've never really thought about this in a face-to-face environment...come to think about it what's to stop me walking into a history lecture...

Reference 4 - 1.16% Coverage

[discussion /definition of open education online resources] my blog, utube, slideshare, whatever and you can access those resources instead of it being locked away in Bb or Moodle where you need to be a student, you need to be enrolled...

Reference 5 - 1.21% Coverage

That's the short answer, but I think it's more than that - it's a philosophy, I feel like it's a way of life, it's a way of being and it's not going to be everybody's cup of tea, everybody's understanding of it but me putting a lecture on slideshare it's also me as an educator reflecting on that, interacting with students about it, interacting with pregnant women over the other side of the world, interacting with midwifery students ... anyone who's interested...so it's more than that particular resource, it's all that interaction, that communication that development work that goes around it

References 6-7 - 2.35% Coverage

Yes [there is a difference in her mind between OE and OER]...the resources are me putting a lecture on line and leaving it there and letting people do with it what they will. Open Education is about me taking that resource and me interacting with it maybe putting a free open seminar on line using dimdim ... or making myself available through my blog to discuss... so yes I think there is a difference although they are obviously all interrelated...

Reference 8 - 4.30% Coverage

this was almost pre-internet...the whole interest in the sharing and the being connected started when we moved from England to Gisborne, 1996/97... as a midwife and I was feeling pretty isolated both physically, geographically and professionally and so I joined a couple of email discussion groups... I wanted to network... set up a nz midwives email list

Reference 9 - 1.59% Coverage

I started thinking how can I share the things I'm finding, my research and my publications and it was all tied up with putting my cv online, sharing with family back in the UK and sharing my thesis and

Reference 10 - 1.90% Coverage

... but in the back of my mind I'd always liked this idea of sharing and being able to communicate and that was one of my big skills is being able to network with people... it wasn't the philosophy cos I already had that in my head without realising it. It was the learning about the tools that allowed me to do this

Reference 11 - 1.28% Coverage

Can't afford [to travel to conferences around the world] and I'm a privileged person. there's many thousands of midwives in Pakistan, Afghanistan, ... that can't get there. So, ...one of my motivations is how we support our midwifery sisters in countries that are less developed and less privileged than us

Reference 12 - 1.43% Coverage

I know there are a number of midwives around the world who can't access the internet so I can't get to them and I do angst about that sometimes ... but what I can do as one person is to encourage people to put as many of their resources online as possible and facilitate opportunities for midwives to get together online... I've been working with a midwife in Pakistan

Reference 13 - 1.85% Coverage

Everything is open ... the advantage of that was that they could track what was happening, see where their tax dollars were spent, but then if they want to replicate the project they can see what we did and what we learnt and what we felt worked well and what we felt didn't work so well

Reference 14 - 1.00% Coverage

that is sitting there in second life using a creative commons licence so anyone from around the world can come and use it, copy and paste it, take it off, change it. And so one resource that can be used by anyone anytime and already we're starting to see that being picked up. Sadly, not by NZ midwifery educators

Reference 15 - 2.38% Coverage

[discussion of how she would love to physically go to Haiti or other places where the need for midwives is great but she isn't able to so she works as an "e-volunteer". Discussion of how physical midwifery volunteers in the recent Haiti quake were supported by e-resources] so this is an example of why open education is important

Reference 16 - 1.34% Coverage

Q: we're talking about preparation and in preparation we're talking about search, evaluation and creation
A: I don't know if I want to talk to any of those headings... I think what I do is centred first on that communication and so I communicate with people ...

Reference 17 - 2.03% Coverage

people in my...personal learning network,

Reference 18 - 0.76% Coverage

a lot of books you can find thru google books and there is a midwifery textbook that I wanted that was the foundation of the second life work ... I couldn't be bothered to go buy it just for this project... and everything I wanted was in google books [camera zooming in on different parts of Person's google home page] so it saved me a couple 100 bucks

Reference 19 - 1.21% Coverage

I go to utube a lot [typing youtube into address bar], far more, I used to think of youtube... [on youtube] as just a toy that kids played with ... but I go to utube for information so if ...I'm developing up that resource on how to deliver a breach baby then ...I'll be able to find [that] on youtube [camera moving around youtube page]. So youtube's invaluable and I talk about youtube a lot

Reference 20 - 1.14% Coverage

the other one is slideshare [types slideshare into address bar], again a lot of great information and ideas on slideshare [slideshare comes up on screen] and if I'm giving a workshop/presentation particularly on things like social media there isn't a lot of midwifery stuff in slideshare cos I don't think people know about slideshare in the same way as they know about youtube but if I was giving a workshop on how to use twitter for example then I know that there will be 100s of people who've done that workshop before I have and I'm not going to completely replicate their presentation but certainly there'll be lots of ideas there that I can use it saves me time

Reference 21 - 1.14% Coverage

Q: so it's an inspiration

A: yes it's an inspiration

Reference 22 - 1.66% Coverage

Q: There seem to be some resources that you use as inspiration, there seem to be some resources which you use and integrate [camera zoomed in on Person's slideshare profile] and there's some resources which you use to information gather. Would that be a reasonable summary of what you've said?

A: yes, ... give me ideas, inform, inform what I'm doing [camera zooming around slideshare page]....

Reference 23 - 1.09% Coverage

I also blogged about it [the twitter demo], I talked about what I was going [camera zoomed in on a blog] to do before I did it to get ideas from people... so I did the pre and then I did the post...talked about what worked and what didn't work... so I take out of it but I also put back in, it's a constant cycle

Reference 24 - 0.35% Coverage

I'm doing it because I believe in good for the world

Reference 25 - 1.30% Coverage

I've got the education area, and we're all into much the same thing we're all into open ed resources.. so I see myself very much as on par with what everybody else is doing you know often learning more from them.

Reference 26 - 1.30% Coverage

there are a few in that midwifery world who are doing the same as me or doing more than I am but the vast majority of people aren't so...don't see youtube as a place to go for info. So I see myself as a bridge, a facilitator, forwarding things on

Reference 27 - 0.37% Coverage

midwifery educators - how they can put their teaching into a digital form that can be shared. I'm in the lab with midwifery students I'm teaching them how to put a drip in so I can do that ... with 30 students and that's that but if I video it then put it onto youtube then it can be picked up by schools of midwifery all over the place

Reference 28 - 1.90% Coverage

[the problems and challenges of intellectual property in open education]I had tried to put articles on my website and then realised I couldn't do that because the journals that I do that for are all rights reserved...so then when I became aware of this whole creative commons licensing and then Otago polytech took the default position that everything that lecturers develop is their own intellectual property so that just freed things up

Reference 29 - 0.39% Coverage

creative commons is the short answer to your question [about intellectual copyright] everything I certainly make has a creative commons license on it and if there's anything I don't want anyone to use I either put an all rights reserved license on it or I just don't publish it

Reference 30 - 2.03% Coverage

[discussion of development of knowledge/ownership of knowledge]...it makes me cross...

Reference 31 - 1.78% Coverage

it goes against my whole philosophy of open content or do I say no I'm going to stick to my principles, I'm going to publish in an open access journal ...

Person-5 § 8 references coded [25.69% Coverage]

Reference 1 - 3.23% Coverage

... when we started to look into the open education, probably back in 2006 we didn't have any resources that our students could draw on that were pictorial and video, that sort of thing. So we started with our base assessments and we started videotaping all those assessments so the students could use them as a revision tool and it was also used as if people were off that day they could go back and see what we were doing that day and get up to speed. this proved amazing and people loved it. Other departments wanted to get on board and we had a 17% in that year in pass rates. So we knew we were onto something yea. that's developed the base of our whole philosophy within our level three and four cookery programme.

Reference 2 - 4.94% Coverage

... a lot of our students work crazy shifts and they might be finishing at 1 o'clock in the morning and they have to be back at polytech at 8 o'clock in the morning for an assessment and they haven't had time to look at their work plan... they can go to this [gestures at screen where video is playing] and get an idea before they come into the practical and ... get an idea of where they should be...

Reference 3 - 1.89% Coverage

management want us to carry on with what we're doing because we are getting better pass results, we're getting great comments from other departments who

Reference 4 - 1.92% Coverage

Q:... how you feel about the property of these resources you're putting online?

A: we work for Otago Polytech so I don't really see an issue there for myself ...we get paid to produce this sort of thing. I think it's great... and it should be completely open. Everyone wants to be on the same page. Industry come back through our peer committees and they say this is the standard that we want you to teach at. This is the assessments that we want you to, this is the level of student that we want you to produce, so if they can use some of our material to get students to that level then yea

Reference 5 - 1.20% Coverage

... I couldn't think of anything worse, to be honest, then squirreling away information and keeping it just for yourself cos you've got your name on it. I think it should be out there and it should be open to everyone

Reference 6 - 2.30% Coverage

I think it's [open source in general] is great. For myself I've learnt a lot of how to put these movies together, a little bit about how to collate these sorts of ideas from open source Wikipedia's... so it's very important and I don't think it should be squirreled away again or hidden ... my ideology would be everyone share everything. Because that still doesn't replace getting into that classroom and actually physically doing the job. It just makes it easier to revise and to refine...

Reference 7 - 7.74% Coverage

Pulling resources, inspiration] it's a collaborative thing and

Reference 8 - 2.47% Coverage

it [positive response] is because they are kinesthetic and visual learners... if they are just to read a recipe and then watch one demonstration then I don't think they're getting a lot out of it where they can see it in a context like a video that they enjoy participating in, they're going to get more motivated themselves to actually do that job cos they can already see the end result ...

Appendix-4

Comments Relating to the 'Resistance to Open Education'.

PERSON-1 § 27 references coded [54.07% Coverage]

Reference 1 - 0.94% Coverage

I know that it's a very small percentage of the world that actually has access to a computer and the internet so open education can only go that far and I guess that's why I'm concerned about it being the be all end all of how we educate

Reference 2 - 2.76% Coverage

S: how do you think they fit together, [the more traditional face-to-face and the wiki]?

A: ... from what I've seen from my experience in teaching that course is that we're in a transition between not really knowing how to use it properly. Because there was a real culture in the students that I taught of "oh it's on the wiki, I don't need to show up. ...and that actually made me more nervous about the use of the wiki. And the reason that it wasn't a purely online course that they could do from anywhere was because I believed that the interaction that they had with each other face to face was really important to this subject area

Reference 3 - 2.46% Coverage

it was important] because the subject was sustainability and it involves quite a lot of emotion and it also involves, I believe to be effective, action, and cooperative and collaborative action between the students and ideally the wider community ... and maybe that's just my immaturity in using OER but I found that it was more effective for them to be together in room face to face discussing...and giving and receiving the emotion from others as well...and there's a lot of value in being around other people and bouncing off each other either way

Reference 4 - 1.76% Coverage

...that was something that I found with the wiki, it didn't work as a purely online course. It wasn't set up like that but the students were trying to use it like that but it was really there to say like tonight this is kind of where we're up to although we're jumping all over the place... so here's a couple of resources.. go click on them, look at them before you come back

Reference 5 - 2.08% Coverage

... it is an issue of tension but it's also ... how students understand the wiki or OER, that's how I relate to OER because it's all I know, it's what I've used, and their misunderstanding of its uses I guess, what it had to offer... and I think it's part of the culture of students right now and it might be different next generation

Reference 6 - 0.71% Coverage

This generation of students right now are just "great it's all there, I can just go in and you know open the page and lift up my head and pour all that information in and I don't need to do anything else"... that definitely conflicts with the subject specifically of sustainability

Reference 7 - 1.91% Coverage

... and that's part of where I struggle with the onlineness of it as well and I'm starting to get my head around it and trying to look at creative ways of having interaction in an online course and having all those things. And in terms of student driven learning or empowering learning, that can be there if the student is ready for it but it's knowing who your students are and whether they're ready for that. And I think that's harder to do if it's not a face-to-face course

Reference 8 - 3.09% Coverage

[future intentions for open resources] ... still pretty keen on the combination of face-to-face and, but it's finding an effective combination and I'm still not sure what that effective combination is. But that would be something that I would be looking for in the future as well as trying to find more effective ways to provide interaction with people in a purely online setting ... and also support. I struggle to see how I could support people in the same way as I could when I'm face to face with them

Reference 9 - 2.93% Coverage

[discussion of isolation and uncertainty she feels/felt at times when learning online] it's just so much quicker and easier to be face to face with someone and just say "do you mean this, is this what this assignment's asking?"

Reference 10 - 1.31% Coverage

[discussing uncertainties]

Reference 11 - 1.59% Coverage

: ..lately I've been feeling a bit overwhelmed by it because I'm quite inexperienced in using it that it feels like quite a big thing to go in there and to revamp stuff because I'm gonna have to relearn some of those skills because I haven't been doing that regularly enough

Reference 12 - 1.66% Coverage

...my experience as a teacher over lots of years now has always been face-to-face and it's always been that I know this stuff so well that I can always do some preparation and know that I've got the things that I need, but I can just do it, I can just go out there and do it. Whereas this [*gestures to screen*] is so different from that. You can't just do that-it all has to be on there it all has to be organised. It has to be systematic, it has to be eye-catching, it has to capture them, all that stuff.

Reference 13 - 1.98% Coverage

I am nervous about it being the be all end all and being called the ultimate in sustainable education cos I'm like, "how many people does it reach in the world?" I guess they're going on to say that all this stuff can be printed as books very cheaply and then it can be spread further around the world which is a good thing

Reference 14 - 1.06% Coverage

especially here it's [the wiki] is aimed at staff. As a staff development course and a lot of them are unfamiliar... with the wiki and blogging and things like that and quite scared of it as well so having

Reference 15 - 1.58% Coverage

S:..take-up? what's the response of people been [to the staff devpt wiki]?

A: it's pretty low ...people don't know a lot and they're scared of the wiki due to some of the generation of people that work here

Reference 16 - 1.58% Coverage

But also all the other time commitment stuff that people have when they work here. B

Reference 17 - 0.40% Coverage

it's a matter of me getting passionate about it and making it better and making it something that people want to do but it's also people getting around using it as a way of learning

Reference 18 - 3.07% Coverage

... doing that face-to-face I feel like I could do that reasonably effectively but I'm having to think quite hard about how I do it in an online setting yea I don't know why really. I guess in terms of pitching it at the right level throughout the progression. Kind of not knowing much about who I'm working with. So, the first stage is easy because I direct them to something in, might make it reasonably challenging... but support them through it and ideally by the end they think, oh OK, OK , yep I did that, I can do this. ... the next part saying, I want you to drive a little of this, here's your options, you need to choose them... towards the end trying to have some interaction around how they're assessed ...so from one extreme to the other, quite directed to very non-directed

Reference 19 - 3.52% Coverage

so I'm still struggling with how the interaction works at those different levels ... I guess I'm thinking about how I do it face-to-face then trying to replicate that into an online way ... also trying to get support from people like Bronwyn and other people that have got a lot more experience in teaching online [*gives an example of this*]

Reference 20 - 3.64% Coverage

A: I guess that's where I feel like online or open education has to be quite self-directed and maybe more empowering for the learner but it could be quite disempowering too if they are overwhelmed by the fact that they don't feel like they can direct themselves and they don't have the same support as they might if they turned up to a classroom and can talk to a teacher. So I'm not quite sure about that

Reference 21 - 3.17% Coverage

[... problems/limitations] ..I'm quite new to it so I don't really know. I just discovered a problem today actually when I went into search creative commons ... [describes technical problem around finding url to credit resource]

Reference 22 - 2.13% Coverage

still struggling with how you attribute properly the same way as how you reference... I feel more of a responsibility to get it right because somebody is actually offering me the resource for nothing or their skill or their knowledge or something that they've created. So I guess I feel more of a responsibility to get it right then I would if I had to buy something to reference it

Reference 23 - 3.63% Coverage

S:... how does work life balance work with open ed/open ed resources?

A: Yeah, yeah that's an interesting one. I guess in our working culture here it can, it's an issue because people have a computer and it's hooked up to the internet at home as well as at work. So they potentially never stop. And I find it an issue too, sometimes when I go home and there's something I haven't quite finished at work and I really want to get on there and make sure that I've found it and I've utilised it and especially when I was developing these courses [gestures at computer screen] it was much like that. So, Eli suffered ... so I yea I think it encroaches on work life balance far more than any old form of teaching, wait a minute can I say that when I come from an outdoor background

Reference 24 - 1.45% Coverage

... so when you equate it to that it's probably better in some ways cos you can choose to turn it off...but I can see other people when it's their life, but at the same time it can potentially create work life balance if people choose to use that way as well

Reference 25 - 0.93% Coverage

S: What's your experience? Is it working for you?

A: Yep, if I'm disciplined and say this is work time and this is you know home time, life time, family time, whatever, my time. If I'm not disciplined it gets out of hand I think

Reference 26 - 2.77% Coverage

What kind of ongoing relationship do you see yourself having with them [the resources you've developed]?

A: ... I'm not sure

S: How do you feel about them? Do you feel any sense of attachment to them in any way?

A: Not really. And I guess that's part of, you know I'm struggling to get passionate about the whole online thing still. It's not that I don't like it or I don't agree with it it's just that I don't have the same passion as someone like Lee or other people that are, that's how they teach, that's their mode of teaching

Reference 27 - 1.56% Coverage

this was just part of the [job] deal ... so that's alright, it's not something I would have chosen which I guess is where the lack of passion comes from as well, it's not something that I went 'wow look what I've discovered, this is going to be my new passion' ... the topic is, yea,... but it wouldn't be my ideal means of communicating or educating on that topic

PERSON-2 § 6 references coded [12.58% Coverage]

Reference 1 - 1.23% Coverage

that's the thing with the wiki and I guess creating any resource is I guess but I particularly find the wiki is voracious like... so much time could go into it but they always cap the time so other than that it becomes a passion or a labour of love... it's a positive and a negative

Reference 2 - 2.91% Coverage

.. you do worry about housekeeping [keeping contents of online material up-to-date]... I feel like I do have responsibility for that but it's also possible for anyone who's logged on as a wiki user to go in and edit that ... I think we do put some disclaimers like as of this date this was up-to-date information

Reference 3 - 0.71% Coverage

...[clicking on presentation link] sometimes in slideshare, which is where I put the presentations, it's not a happening thing but

Reference 4 - 2.13% Coverage

I know a lot of people have a problem with us putting all our knowledge out there and our resources and they say, 'oh [name] aren't you worried about putting yourself out of a job?' ..

Reference 5 - 1.54% Coverage

if I wasn't able to show some of the videos due to a technical glitch that's fine

Reference 6 - 4.04% Coverage

With the wike I guess ... for every unit I'm asked to produce information, learning activities for I am given a set amount of hours in which they expect me to do that. I try to stick with that but also there's a lot of hidden time and lots of things, I think about it a lot, thinking 'how can I do that?' .. it becomes a passion and as you're coming up to deliver a unit you want all your ducks in a row ...also you could spend so much time on it so I try to keep within the hours that are allocated to me, that are paid for

Person-3 § 7 references coded [10.16% Coverage]

Reference 1 - 1.72% Coverage

I think there's a resistance generally amongst people working with very skill based education to make that transfer from something that is traditionally taught in the same environment to an online environment where things can get lost in translation

Reference 2 - 0.49% Coverage

... the lack of ability to do the undertaking of transferring that information from people who are skilled in that area [problematic element of online ed]

Reference 3 - 0.75% Coverage

problems with that [wikipedia digital literacy space] was that students who were really struggling from the start within that first year course found this [scrolling down page] found this quite difficult to navigate to begin with. So that... links tables.. were difficult. We tried our best but it just wasn't that conducive

Reference 4 - 1.03% Coverage

"what are the politics involved?" which I think are quite difficult for people moving into this platform as well

Reference 5 - 1.44% Coverage

there's a general need for support for digital literacy for staff who will be getting asked to use these tools on a regular basis and I think that that area is one that strikes fear into the heart of a lot of people... for a lot of people it is [a problem] philosophically and practically...

Reference 6 - 1.75% Coverage

either not having the technical skills to help or becoming

Reference 7 - 2.98% Coverage

What we find is there's quite a lot of resistance from people who don't like computers, 'we came here to paint, we came here to sculpt'

PERSON-4 § 12 references coded [12.04% Coverage]

Reference 1 - 2.82% Coverage

Shelagh: successes and failures?

... because it's been a continuum, I don't know if I've had any failures as such. Certainly I do struggle with ... as a midwife I have to go through the midwifery standards review every couple of years. I've developed quite a sophisticated e-portfolio. And I say sophisticated in terms of what other people are doing on wiki spaces it's completely open. But, as a health professional, I have to be very careful in what I say in terms of confidentiality...so it's not a failure but I'm certainly very aware that there's a limit to what I can do in terms of open reflection for example about my practice and there's a lot more I'd love to be able to say and I can't ...there's only so much you can say in terms of your profession

Reference 2 - 0.81% Coverage

the whole thing about how I'm professional in an open environment is something I'm conscious of....I've made a couple of mistakes... so it's not a failure but a learning

Reference 3 - 0.92% Coverage

concerns about how they're perceived, is this teaching material going to be slagged off because it's not good enough quality

Reference 4 - 0.92% Coverage

or we don't want to share because someone will steal our stuff and it will go to the competition

Reference 5 - 0.58% Coverage

the problem with google scholar is you might come up with heaps of references but [switches to poly tech home page] they very often don't [switches to google home page] give you access to the full articles....

Reference 6 - 1.05% Coverage

we don't want to put our resources there because it's not very professional

Reference 7 - 1.05% Coverage

if we do go to wikipedia ...how do we know that it's a credible piece of information

Reference 8 - 1.05% Coverage

they really like the idea of it but they can't access the sites at work because of firewalls umm institutional policies

Reference 9 - 1.51% Coverage

[gives example -age care in Australia - of where people were not allowed by their managers to use open ed resources] because it's seen to be wasting time. Looking for information on youtube is seen to be wasting time, playing. Networking with people on facebook is seen to be doing what they shouldn't be doing, when they should be getting down and doing their work

Reference 10 - 1.20% Coverage

discussion of the idea that if an education course is put on line tech won't make any money because the course is given away to competitors

Reference 11 - 1.11% Coverage

as part of a research team doesn't want their stuff open ... so where does that leave you. ... as a midwifery educator I wanted to put develop open access and there were lots of really good reasons why that would work but..I wasn't able to do that so it's all very well working in an institution that's got an IP policy but when your first line manager....

Reference 12 - 2.04% Coverage

[discussion about manager's reasons for not wanting lectures online -potential bad publicity/press]

PERSON-5 § 2 references coded [5.31% Coverage]

Reference 1 - 3.33% Coverage

some of the comments have actually been a little negative because we don't give the full recipe. The reason for that is we want our students... to do extensions on recipes for food costing purposes, etc, etc so we give them the amounts, they have to go away and do the extensions, they have to work out the food cost. So, not the whole recipe is given on the youtube and these people are desperately going, oh I want the full recipe and we're... sorry we can't give that information out on the youtube because our students haven't completed that set of criteria yet otherwise we'd just be making that video for the sake of making a video, which is not what we're about. That's one of the negative feedbacks but the positive ones way outweigh those

Reference 2 - 1.98% Coverage

... as far as putting it out there goes I don't think there's any limitations just your imagination... But the only limitation practically is time... completing all these resources is a time consuming job and there's a lot of love time given up in getting all these resources together